

Minutes
Committee on Equal Opportunities
Council on Postsecondary Education
August 26, 2009

The Committee on Equal Opportunities met June 16, 2009, at the Council office. Joe Weis chaired the meeting.

Roll Call

Members present: Jerome Bowles, Chris Crumrine, Raoul Cunningham, John Johnson, Wendell Thomas, Joseph Weis, David Welch, Abraham Williams, Charles Whitehead, and Rep. Carl Rollins. Chair Phyllis Maclin joined through ITV.

Members absent: Lisa Osborne.

Approval of Minutes

The minutes of the April 20, 2009, minutes were approved as distributed.

Remarks: CPE
President, Robert L. King

President King gave an overview of the status of postsecondary education. The 2009 legislature passed Senate Bill 1 which has focused a lot of attention on the question of testing. The bill addresses directly the need to align K-12 instruction and postsecondary education admission requirements. SB 1 says to CPE and to K-12 (KDE) that we need to work together to build one curriculum and standards for students and that those standards should be internationally competitive. That work is underway and is being done collaboratively with KDE.

Alignment will have a significant impact on the need for developmental education on the campuses. What we know from national studies is that at the point when one graduates from high school, whether you choose to go directly into the work force or you choose to go on to postsecondary education, the basic skills needed to be successful are pretty much the same. This legislation, in creating an opportunity to develop new standards, calls for simplification and making sure that when the students graduate they are prepared.

Reports: Kentucky State
University Quantitative
Waiver

President Mary Sias, Kentucky State University, presented information in support of a quantitative waiver. The KSU board adopted a resolution at its April meeting to implement new academic programs under the quantitative waiver status. KSU failed to make adequate progress on three of the seven plan objectives to qualify for automatic status under the Kentucky Plan.

President Sias noted: a) affordability is a major concern for students, more than 80% of students receive some type of aid. To deal with this it may be appropriate to provide more need based assistance, b) more students are coming to college underprepared, c) many students are saddled with a responsibility for dependent care, care for elderly parents and spouse, d) an overwhelming number of personal problems, and e) Kentucky African American males arrive with slightly lower academic performance. A vast majority of African American students that left for academic reasons were males. For example, the graduation rate is 28% for resident African American females, and 7% for resident African American males.

KSU has undertaken major initiatives to improve performance for retention of first year Kentucky undergraduate students, retention of Kentucky undergraduate students in general and graduation of Kentucky residents as follows:

- The university's quality enhancement plan (QEP), the purpose is to foster, in students, an attitude of educational engagement and planning necessary for academic success in developmental and gateway classes. It also promotes holistic student development into the second year while continuing to relate activities and services to classroom performance.
- In order to streamline the enrollment process, KSU is implementing a one-stop shop enrollment service to align admission with available support programs and resources.
- Restructure developmental education to be more responsive to student needs.
- Expand learning communities and increase interventions.
- Ensure that conditionally admitted students be left with no doubts about the conditions of their admission and why they have those conditions and provide support services to help ensure that they are successful.
- Encourage more interdepartmental communication that focus on students and learning.

CEO members raised several questions about the enrollment and graduation rate of African American males, the lower academic performance scores, and what processes are in place to assist African American males. The CEO would like to see data from other Kentucky institutions.

Report: Gateway
Community and Technical
College Implementation of
Campus Visit
Recommendations

President Edward Hughes, Gateway Community and Technical College, noted that GCTC is the newest college to the Kentucky Community and Technical College System. GCTC has had rapid enrollment growth since 200, increasing from 1,000 students to

over 3,500 students. The college recently expanded into the new Boone campus and will have a new building coming online in 2010, which will quadruple the size of that campus.

GCTC enjoys a rather unique collaborative partnership with Northern Kentucky University and Thomas Moore College, the two Northern Kentucky partners. In October 2008, GCTC announced a new initiative "Gateway College Access Center" with Holmes High School in the Covington School district. The initiative is designed to increase the college preparation and graduation rates of 9th graders in that school district (collaborated with GEAR/UP). Holmes High School has the largest percentage of African Americans and minorities in the Covington area. GCTC has hired additional staff to provide classes. GCTC anticipate about 120 Holmes Street High School students will be enrolled in the early scholars programs (dual credit) offering them opportunities for better preparation for college. Establishing the College Access Center allowed Gateway to establish a career resource center with the help of GEAR UP, developed a series of courses offered to the high school students, and dramatically increase the number of students applying to GCTC. Also, Gateway:

- Increased the minority employment numbers in all categories, an additional four hires this year.
- Increased services in the Disability Services Program.
- Experienced increased African American representation on the local Board of Directors, (African American male recently reappointed).
- Is collaborating with Kentucky State University in developing transfer opportunities.
- Is doing exit interviews for students leaving the institution, customer service surveys, and student satisfaction surveys of advising programs.
- Eliminated 95 duplicate programs and certificates.

GCTC has found that the biggest reason students are not attending class or are dropping out is transportation and childcare. To address this issue GCTC recently entered into an agreement with the Transit Authority of Northern Kentucky (TANK) to allow all students upon showing identification to ride free of charge to anyplace the TANK buses go. TANK will also provide additional special bus services from campus to campus.

Gateway is considering utilizing the Access Center to address a concern regarding African American males to increase their attendance. The Holmes High School pipeline will become the focal point in this initiative. The majority of all males from Holmes needed developmental courses.

The college's mission and core values speak directly to the value of diversity, and all individuals are respected throughout, and are important to all at Gateway Community Technical College and continue to be a high priority.

CEO members were impressed with Gateway and the initiatives taken to improve student services, and the implementation of the Holmes High School project.

Campus Environment

Team and Campus Security Reports

Dr Rana Johnson presented this item. Careful review of the reports showed that overall the charge of the campus environment teams did not change that much from the previous year with the exception of two universities; the University of Louisville and the Western Kentucky University. The charge that KCTCS and universities focus on promoting diversity campus-wide, developing programs that foster a respect for differences, to serve and advise the presidents of supported measures to ensure equal opportunity, racial equality and to promote diversity in the community surrounding the institutions. The membership of the CET consist of a diverse group of individuals, the teams representation include faculty, staff, provost, chief diversity officers, chiefs of police, legal counsel, individuals from disability services, admissions, city government and outside entities. Students are represented on each of the university campus environment teams as well as three of the KCTCS institutions. Also, KCTCS identified two specialized groups, the culture diversity directors and the KCTCS engagement teams.

The Goals and Objectives of the CET stayed the same with the exception of Murray State University, Northern Kentucky University and the University of Louisville. *MuSU*, focused more on monitoring diversity resources. *NKU*, focused on providing supportive educational programming. And, *UL*, on monitoring actions and developing and implementing plans to promote diversity and inclusion.

The institutions also highlighted ways to measure effectiveness of the CET's.

KCTCS had a wide variety of answers including, advising the presidents, addressing actions, monitoring the rate of change in enrollment, retention and graduation rates compared to previous years, funding special initiatives and programs and evaluating issues used to address concerns.

EKU reported that four projects were implemented in 2008 and they also designed and administered a campus wide diversity survey.

KSU identified the national survey of student engagement, which was administered to the students, campus wide in 2008.

MoSU: Created the Chief Diversity Officer position in late 2008.

MuSU indicated that the CET encouraged the university administrators to consider diversity initiatives such as priorities in the upcoming budget.

NKU made no significant changes in the CET assessment process.

The *UK* CET reported that they featured strategies and measures with a student focus, a faculty focus and non academic units.

UL highlighted a number of recommendations to the president, for example, continue support of the LGBT services and move to a larger space and share with the association of black students.

WKU made various recommendations that are under consideration.

Individual institution reports are available for review on the CPE website.

Discussion: Statewide
Diversity Plan
Collaborators

Educating Latinos for Kentucky's Future

Educating Latinos for Kentucky's future is an organization dedicated to improving educational access and achievement by Kentucky Latinos. ELKF sponsors cultural/educational events, organizes college fairs for middle and high school students, and helps education professionals' network effectively with one another. ELKF supports the diversity plan; the plan states there should be a focus on access and equal opportunity for African Americans and underserved groups that have experienced historical patterns of discrimination. ELKF would like CPE to continue doing what they do and we understand not to fall backward on this plan, but we argue that there needs to be a provision in the diversity plan for outreach to Hispanics. Kentucky has a large and rapidly growing population of Hispanics, roughly 2.5% of KY population, and it is a very underserved population, and we estimate between 700 and 1000 students in the KY system of postsecondary education is Latino. ELKF would like to see or discuss further:

- Outreach to Hispanic population
- 2017-2018, 18% of all KY high school graduates will be Hispanic
- Extremely underserved population
- Need more academic support
- Community outreach/partner with community organization

- Ability to collect and utilize data, share data w/faculty, staff

and students.

Provide holistic approach to serving students in the institution and at the state level as well. Additional information is available at the Council website.

Discussion: Statewide
Diversity Plan CEO
Comments (Vision, Core
Values, and Definition of
Diversity)

Council staff reported that the information presented was reviewed by the plan legal principles committee, the plan policy review committee, the conference of presidents, institutional legal counsels, institutional representatives, CPE staff, and others.

The draft statements included in this agenda item are a product of input from the above collaborators filtered through the CPE staff and institutional equal opportunity representatives. Input received was used to further clarify the primary plan elements, which will remain a work in progress until, to the extent possible, all collaborators have had an opportunity for input. The draft plan elements are a consensus recommendation of the CPE staff/institutional equal opportunity representatives' workgroup and are presented to the committee for review and comment.

Definition: Diversity, for purposes of this plan, is an essential characteristic in building an inclusive community of people with varied human differences and world views that honor and respect those differences in a safe, supportive, and nurturing environment for living, learning, and working.

Vision: Postsecondary education, through its institutions, will enhance the Commonwealth by embracing, valuing, respecting, and promoting diversity and educational excellence to increase economic viability and social inclusion.

Core Values: Valuing a diverse student body, faculty, staff, administrators, and citizenry is a vital principle in the education and economic development environment of the Commonwealth. The following values shape the priorities and guide decisions in fulfilling the Commonwealth's vision of diversity.

- Value diversity as a vital component in the state's educational and economic development.
- Continue to focus on access and equal opportunity for African Americans and underserved groups that have experienced historical patterns of discrimination and exclusion.
- Respect personal uniqueness and differences.
- Encourage intellectual and creative freedom.

- Challenge stereotypes and promote awareness and inclusion.
- Prepare students to live and work in a diverse global society.
- Promote access and high expectations, and support student success.
- Support community engagement, civic responsibility, and service that advance diverse and underserved population groups.
- Implement assessment and accountability measures that document the progress and outcomes of diversity efforts.
- Foster a campus climate that supports collegiality, collaboration, and civility.

The CPE staff/institutional equal opportunity representatives' workgroup meet once each month and by conference call twice each month to discuss and revise the plan elements in light of the information, comments, recommendations, and other data received from collaborators and constituents. Additional information is available at the CPE website.

Status: Kentucky Plan
Support Programs

Council Staff reported on the status of the following support programs.

SREB Doctoral Scholars Program: The Commonwealth has 16 applications from prospective scholars to fill two new scholarship and two new dissertation fellows slots for fall 2009. The Council on Postsecondary Education, the University of Kentucky, and the University of Louisville are in the process of selecting scholars to participate in the Southern Regional Education Board Doctoral Scholars Program in academic year 2009-10. The specific areas of concentration supported by the program are science, mathematics, education (math or science), and engineering. As of October 2008, a total of 85 scholars have been served by the Commonwealth, including 38 graduates; a total of 47 students are currently matriculating. Kentucky postsecondary education currently employs 16 SREB graduates.

Governor's Minority Student College Preparation Program Annual Conference: Murray State University hosted the 9TH Annual Statewide Conference of the Governor's Minority Student College Preparation Program. The conference was held on the Murray campus June 8-9, 2009. Approximately 250 middle and junior high school students participated.

GMSCPP Academically Proficient African American High School Senior and Junior Conference: There are 300 students and parents in attendance at the 22ND Annual Academically Proficient African

American High School Senior and Junior Conference hosted by the University of Kentucky June 12-13, 2009.

Status: Waivers of KRS
164.020 (19)

Council staff reported that the Council has authority to grant a temporary waiver of the requirements of KRS 164.020(19). Administrative Regulation 13 KAR 2:060 establishes criteria for determining an institution's compliance with equal opportunity objectives and for the granting of a temporary waiver to a state-supported postsecondary education institution that has not met its objectives.

No institution has implemented new academic programs under the waiver status during the 2009 calendar year.

Information: General
Information and News
Articles

Articles and reports about access and equal opportunity of general interest to the committee and its work were provided for information.

Adjournment

The meeting adjourned at 12:15 p.m.